

INTERPROFESSIONAL PROGRAMS AT RUTGERS

2023-2024



Message from the Vice Chancellor for Interprofessional Programs

According to the World Health Organization, "Collaborative practice happens when multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest quality of care across settings." (WHO 2010) Highly functioning interprofessional healthcare teams improve quality and health outcomes. The goal of interprofessional education at Rutgers Health is to train our students to be highly competent members of healthcare teams. As this most recent annual report demonstrates, we continue to offer a wide range of interprofessional educational experiences for our students so they might effectively learn with, from and about each other.

At Rutgers we are fortunate to have students from all of the schools and programs that make up Rutgers Health. We also include students from the Rutgers School of Social Work and the Graduate School of Applied and Professional Psychology. For this reason, our students have an opportunity to learn with other students representing over a dozen different disciplines. As we aim to train a new generation of health care professionals in team-based care we remain ever mindful of the challenges we face as we strive to reduce and eventually eliminate disparities in health outcomes by race/ethnicity and socioeconomic status. This means that in addition to teaching our students the fundamental skills that are part of the TeamSTEPPS program, we must also teach them about implicit bias, structural racism and the importance of structural competency. The newly released IPEC Core Competencies for Interprofessional Practice (IPEC 2023) have been adopted by the leadership team at Rutgers Health and provide additional subobjectives to help us achieve this goal. Additionally, we are fortunate to have a cadre of faculty and students committed to these tasks.



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**Denise V. Rodgers, MD, FAAFP,
Vice Chancellor for
Interprofessional Programs**

WHAT IS IPE AND IPCP?

Interprofessional Education (IPE) occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.

Interprofessional Collaborative Practice (IPCP) takes place when multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest quality of care.

Source: World Health Organization, 2010

IPEC CORE COMPETENCIES FOR INTERPROFESSIONAL COLLABORATIVE PRACTICE

01

VALUES AND ETHICS

Work with team members to maintain a climate of shared values, ethical conduct, and mutual respect.

02

ROLES AND RESPONSIBILITIES

Use the knowledge of one's own role and team members' expertise to address individual and population health outcomes.

03

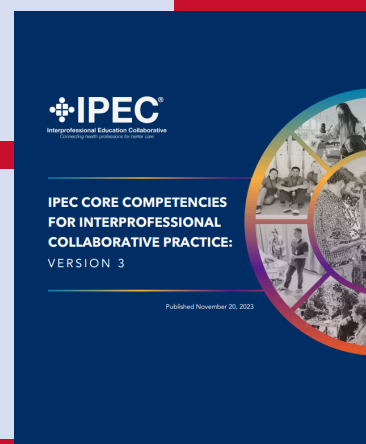
COMMUNICATION

Communicate in a responsive, responsible, respectful, and compassionate manner with team members.

04

TEAMS AND TEAMWORK

Apply values and principles of the science of teamwork to adapt one's own role in a variety of team settings.



Source: IPEC Core Competencies for Interprofessional Collaborative Practice: Version 3 (2023)

INTERPROFESSIONAL PROGRAMS AND EVENTS

At Rutgers University, over 3,000 students from over a dozen different disciplines engaged in interprofessional education programs and events during the 2023-2024 academic year.

Collaborating schools and programs are listed below:

- Ernest Mario School of Pharmacy (EMSOP)
- New Jersey Medical School (NJMS)
- Robert Wood Johnson Medical School (RWJMS)
- School of Dental Medicine (SDM)
- School of Health Professions (SHP):
 - Combined Master of Public Health Degree in Nutrition and Dietetic Internship Certificate Program (SHP & SPH MPH/DI)
 - Diagnostic Medical Sonography Program (SHP-DMS)
 - Entry Level Master of Science in Clinical Nutrition (SHP-MSCN)
 - Medical Laboratory Science Program (SHP-MLS)
 - Occupational Therapy Assistant Program (SHP-OTA)
 - Occupational Therapy Doctorate Program (SHP-OTD)
 - Physical Therapy Program (SHP-DPT)
 - Physician Assistant Program (SHP-PA)
 - Speech Language Pathology Program (SHP-SLP)
- School of Nursing (SON)
- School of Public Health (SPH)
- Graduate School of Applied and Professional Psychology (GSAPP)
- School of Social Work (SSW)

Nutritional Interprofessional Experience

Students use an evidence based approach to examine the impact of diet and nutrition on health outcomes related to specific diseases, gain experience in oral scientific presentations, and participate in an interprofessional discussion.

Number of students (2023-2024: Virtual): 195
Participating Schools: NJMS, SHP-MSCN, SHP & SPH MPH/DI

An Interprofessional Education and Collaborative Practice Online Exercise

As part of this asynchronous online exercise, students complete reading assignments, view collaborative practice video case studies and participate in group discussions. The purpose of this experience is to expose students to specific roles of various health professions related to the care of patients and provide them with an opportunity to work in interdisciplinary groups.

Number of students (2023-2024: Virtual): 357
Participating Schools: NJMS, SDM, EMSOP, SHP-MSCN

IPE CVA Case Experience

Students work through a case involving a patient who has had a stroke and is receiving healthcare over the course of several weeks. This experience facilitates knowledge of the roles and responsibilities of other members of the patient care team as well as shared decision-making in a setting that emphasizes the importance of patient-centered, interprofessional care in creating safer, more efficient and more effective systems of care.

Number of students (2023-2024: Virtual): 546
Participating Schools: EMSOP, RWJMS, SON, SDM, SHP-DPT, SHP-PA, SHP-MSCN, SHP-OTA, SHP-OTD, SSW, SEBS-ISPP, SHP-SLP, SHP & SPH MPH/DI

INTERPROFESSIONAL PROGRAMS AND EVENTS

Making Difficult Decisions with Patients and Families: An Interprofessional Education Event

During these interprofessional sessions, students learn about ethical analysis, address complex ethical questions concerning patients and families living with life-limiting illnesses, and explore the ethical dilemmas that are created when patients are making choices involving high cost treatments.

Number of students (2023-2024: Virtual): 240
Participating Schools: SPH, SSW, GSAPP

Interprofessional Simulation Activity

Physician assistant and pharmacy students engage in discussion and participate in interprofessional simulations covering topics such as women's health, behavioral health, cardiac and respiratory health, and infectious disease.

Number of students (2023-2024: In-Person): 75
Participating Schools: EMSOP, SHP-PA

Social Determinants of Health and Patient Safety: Fostering Interprofessional Team Communication: Patient Safety, Teamwork and Collaboration

Students view a video recording on interprofessional team interactions for a patient admitted to the University Hospital emergency department, engage in interprofessional team group debriefing interactions, and participate in a live virtual class session.

Number of students (2023-2024: Virtual): 297
Participating Schools: NJMS, SDM, SSW

Hospice Interprofessional Case Conference

Students function as members of the healthcare team involved in the care of a patient who undergoes treatment for an oral cancer diagnosis, eventually transferring to hospice care. Participants represent their own discipline bringing their own perspective to the discussions, identify key issues, and develop care plans at various points in the course of the patient's illness.

Number of students (2023-2024: Virtual): 194
Participating Schools: SDM, SHP-DPT, EMSOP, SON, SSW, SHP-MSCN, SPH, SHP-OTD, SHP-SLP, SHP & SPH MPH/DI

Interprofessional Joining Forces Veteran's Healthcare Program

This program focuses on the importance of providing interprofessional collaborative care to military veterans. Students listen to the personal stories and experiences of veterans, learn about advances in limb trauma, amputation care, post-traumatic stress disorder, and mild traumatic brain injury, and engage in biopsychosocial assessment and interdisciplinary collaborative care planning.

Number of students (2023-2024: Virtual): 226
Participating Schools: NJMS, SDM, SHP-DPT, EMSOP, SSW, SHP-OTD, SHP-SLP, SHP & SPH MPH/DI

Medication Errors Event

Students engage in collaborative dialogue about medication errors and apply key TeamSTEPPS principles of team structure, communication strategies, leadership, situation monitoring and mutual support to cases provided.

Number of students (2023-2024: Virtual): 444
Participating Schools: EMSOP, RWJMS, SHP-PA, SON

INTERPROFESSIONAL PROGRAMS AND EVENTS

Interprofessional Osteoporosis and Fall Risk Screening

Students learn about prevention of osteoporosis and fall risk, teach each other how to perform specific components of an osteoporosis and fall risk assessment, and promote education of community members about osteoporosis and fall risk via their participation in screenings.

Number of students: (2023-2024: Virtual and In-Person): 185

Participating Schools: EMSOP, SON, SHP-PT

Joining Forces: Rutgers Robert Wood Johnson Medical School Patient-Centered Care for Warriors, Veterans, and their Families: An Interprofessional Education Program

This program focuses on the importance of providing interprofessional collaborative care to military veterans. Students listen to the experiences of veterans and their families, learn to recognize the impact of the COVID-19 pandemic on the health, health disparities, and care of service members and veterans, and engage in biopsychosocial assessment and interdisciplinary collaborative care planning.

Number of students (2023-2024: In-Person): 159

Participating Schools: RWJMS, EMSOP, SON, SSW

Special Populations Interprofessional Care Experiences (SPICE)

The SPICE program seeks to improve access to and quality of oral health care for vulnerable and underserved communities within the city of Newark and surrounding areas by providing enhanced training of diverse health professions students. Students participate in interprofessional weekly oral medicine and special needs case discussions and a special needs honors curriculum,.

Number of students (2023-2024: Virtual): 682

Participating Schools: SDM, EMSOP, NJMS, SON, SHP-MSCN, SSW

Interprofessional Education Orientation

These sessions are designed to introduce health professional students to interprofessional education and collaborative practice.

Number of students (2023-2024: In Person): 458

Participating Schools: SDM, NJMS, EMSOP

INTERPROFESSIONAL GRANTS

2021-2025: Rutgers University Behavioral Youth (RUBY) Collaborative, a Behavioral Health Workforce Education and Training (BHWET) Program. Health Resource Service Administration (HRSA), \$1,919,833, Findley, P. (Co-PI), Simmel, C. (Co-PI)

Clinical mental health counselors in training and social work and psychiatric mental health nurse practitioner interns will receive interprofessional experiential training at integrated, interdisciplinary behavioral and primary care sites serving underserved transition aged youth throughout the state of NJ. The goal of the program is to promote collaborative side-by-side learning and practice programming to prepare practitioners to provide team-based, person-centered, population-based, culturally-competent behavioral health interventions.

2022-2024: Can Digital Health Technologies and Data Science Transform Health Professional Practice and Communication and Ensure Health Equity? Scholarly Futures Grant, Rutgers School of Communication and Information. \$49,964, Matsaganis, M., Mikesell, L., Singh, V., Touger-Decker, R., White, R.

Launched in 2022, the SC&I Scholarly Futures Program supports the development of Rutgers partnerships and research to gain a better understanding of how healthcare and health communication at the individual, organizational/clinical, community, and populations levels are being transformed by Information and Communication Technologies (ICTs), Artificial Intelligence (AI), and Machine Learning (ML) and how this process of change can magnify and reduce health inequalities.

2022-2024: Summer Health Professions Education Program (Rutgers, The State University of New Jersey Health Education Leadership and Interprofessional Excellence [HELIX]). Robert Wood Johnson Foundation (RWJF). \$750,000, Soto-Greene, M. (PI), Chaviano-Moran, R. (Co-PI), Yang, K. (Co-PI), Sturgill, M. (Co-PI).

The Summer Health Professions Education Program (SHPEP) is a free-summer enrichment program focused on improving access to information and resources for college students interested in the health professions. The Summer Health Professions Education Program (SHPEP) at Rutgers' New Jersey Medical School, School of Dental Medicine, School of Nursing and Ernest Mario School of Pharmacy was awarded \$750,000 over 2 years to continue the interprofessional SHPEP program.

2023-2024: Promoting Inclusion & Equity in Higher Education: Identifying Barriers for Health Professions Graduate Students with Disabilities. Rutgers Health IDEA Innovation Grant. \$2400, Dallman, A.

The focus of this study is to gain insight into the experiences of health professions (HP) students (e.g., occupational therapy students, speech and language pathology students, and physical therapy students), during their entry-level graduate education, with the goal of enhancing access and inclusion in HP education.

INTERPROFESSIONAL GRANTS

2024-2024: Design computer-based gamified multidisciplinary treatment for children with cerebral palsy (CP) to improve their speech intelligibility and upper extremity function. Rutgers School of Health Professions Summer Student Intern Program 2024. \$1400, Chang, Y.M., Patel, J.

Funding was awarded for hiring two student interns to work on a summer research project on multidisciplinary treatment for children with cerebral palsy. Gamified therapy will provide fun and engaging activities that will increase the children's adherence to treatment. Combining speech and upper extremity motor treatment will allow for interdisciplinary skill transfer, which may result in more enduring benefits and the retention of acquired abilities.

2024-2024: Food is Medicine: A Community-Engaged Intervention for Health and Wellness in Newark. Rutgers Equity Alliance for Community Health (REACH) Community-Academic Grants Program. \$68,620, Sahu, N., Lynch, A.D., Merchant, E.

This project is a multi-organizational, multi-sector, academic-community collaborative between Rutgers New Jersey Medical School, Rutgers School of Public Health, Rutgers School of Health Professions, the Greater Newark Conservancy, Urban Agriculture Cooperative, and Ethos Farm to Health. This collaboration invites community members to learn alongside students, researchers, and professionals in urban agriculture, nutrition education, culinary education, and physical fitness to pilot the delivery of a community-based lifestyle medicine program.

INTERPROFESSIONAL PUBLICATIONS, ABSTRACTS AND PRESENTATIONS

Publications

Wilson, K. P., & Dallman, A. R. Strategies for promoting neurodiversity and autism acceptance in higher education. *Journal of Diversity in Higher Education*. In press.

Fatahzadeh M, Sabato E, Singhal V, Wagner M, Fenesy K. (2024). A novel oral medicine-centered interprofessional curricular initiative to promote collaboration and build oral health capacity. *Journal of Dental Education*, 1-9.

Van der Wees, P. J., Balog, E. J., Irrgang, J. J., Zeleznik, H., McDonald, P. L., & Harwood, K. J. (2024). Using feedback on patient health outcomes to improve orthopaedic physical therapist practice: a quality improvement study. *BMJ Open Quality*, 13(1).

Dallman, A. R., Wilson, K., & Friesner, E. (2023). Social agency and neurodivergent routines: Supports and barriers to autistics' mental health during the COVID-19 pandemic. *American Journal of Occupational Therapy*, 77(2).

Lotrecchiano, G., Balog, E. , Brundage, S.B. , Deyo, P., Bugin, K., Conlon, L. , Sheffey, L., Cook, E., Gentry, M. (2023). Similarity and Difference in Motivation in Cross-Disciplinary Biomedical, Policy, and Education Health Teams: A Mixed Methods Comparative Case Study Using the MATRICx. *Team Performance Management*. 29(1/2), pp. 113-137.

Abstracts

Rapallo, N., Buddala, R., Mathew, B., Savage, D., Rotondo, A., Cahn, S., Volino, L. Impact of an Interprofessional Preventive Care-Focused Education Program on Formerly Incarcerated Individuals' Trust in the Healthcare System. *J Am Pharm Assoc*. 2023. In Press.

Van Wingerden, A., Yang, K., Galagoza, M., Lim, E., Wagner, M. (October 2023). An Innovative, Interprofessional Practice and Educational Program for Osteoporosis/Fall Risk Screening. Abstract accepted for the 2023 Rutgers School of Health Professions Faculty Research Day, Newark, New Jersey.

INTERPROFESSIONAL PUBLICATIONS, ABSTRACTS AND PRESENTATIONS

Presentations

Paolella P., Bridenbaugh J., Ziegler J. (June 2024). Interprofessional Education (IPE) and Interprofessional Practice (IPP) Activities to Enrich Graduate Nutrition Student Learning Outcomes. Presented at 2024 American Society for Public Health Nutritionists (ASPHN). Minneapolis, MN.

Keller, E., Dallman, A. R., Noce, N., Pena, K. A., Paparella-Pitzel, S., Lynch, Rothpletz-Puglia, P. (May 2024). Developing Student Collaboration Skills in an Interprofessional Head Injury Clinic. Presented at Brain Injury Alliance of NJ 42nd Annual Seminar for Professionals. Somerset, NJ.

Soldevilla, K., Van Wingerden, A., Wagner, M., Galagoza, M., Lim, E., & Yang, K. (April 2024). Comprehensive fall risk assessments among community-dwelling older adults. *Nursing Research*, 73(3), E123-124. Presented at 2024 Eastern Nursing Research Society Conference.

Nelson, J., York, J., Pérez-Figueroa, R., & Soto-Greene, M. (March 2024). Patient-Centered Healthcare System. Panel presentation at Rutgers Health Equity Symposium, Uncovering Solutions to Health Inequities. New Brunswick, NJ.

Rapallo, N., Buddala, R., Mathew, B., Savage, D., Rotondo, A., Cahn, S., Volino, L. (March 2024). Impact of an Interprofessional Preventive Care-Focused Education Program on Formerly Incarcerated Individuals' Trust in the Healthcare System. Presented at the APhA Annual Meeting. Orlando, FL.

Yeh, D. Teaching and Use of SBAR in IPE from a Health Professions Perspective in the U.S. (November 2023). Presented at IPE and Communication in Health Care: Experiences & Challenges in the U.S. & Greece E-Symposium. Virtual.

Kozlowski, A., Mortera, M. H., Melvin, J., Wen, P. (October 2023). Measurement ISIG Standards Task Force: An interdisciplinary measurement validity framework for rehabilitation practice, research, and education. Presented at the American Congress of Rehabilitation Medicine (ACRM) 100th Annual Conference, Progress in Rehabilitation Research (PIRR). Atlanta, GA.

Galagoza, M., Lim, E., Van Wingerden, A., Yang, K., & Wagner, M. (September 2023). An innovative interprofessional practice and education program for osteoporosis/fall screening incorporating intra and interdisciplinary peer-to-peer teaching, learning, and team collaboration activities. Presented at the 2023 Nexus Summit. Virtual.

Sabato, E., Soliman, G., Fenesy, K. (September 2023). Are Remote and In Person Experiences Comparable for Interprofessional Education? An Analysis of Case Conference Modalities. Presented at the 2023 Nexus Summit. Virtual.

Pena, K., Noce, N., Paparella-Pitzel, S. (April 2023). TBI Interprofessional Summer Clinic: A Pilot Analysis. Presented at the New Jersey Speech-Language-Hearing Association (NJSHA) Conference. Long Branch, NJ.

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Rutgers Health Office of Interprofessional Programs

Our Mission

The mission of the Rutgers Health Office of Interprofessional Programs is to facilitate the development, implementation and evaluation of interprofessional educational, clinical and research programs within and between the schools, clinical units and institutes that make up Rutgers Health.

Our Vision

Rutgers Health will lead the nation in training health professions students to work as effective members of interprofessional teams.

The clinical practices within Rutgers Health will demonstrably improve health outcomes in the patients and communities we serve by providing patient care that utilizes highly functioning interprofessional teams.

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